Code: Career Development

#### COURSE INTRODUCTION:

#### **Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

## Applying career exploration and planning skills in the achievement of life career goals.

**Major Points:** This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

## Knowing where and how to obtain information about the world of work and post-secondary training/education.

**Major Points This** area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

# Applying skills for career readiness and success.

**Major Points**: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

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**UNIT DESCRIPTION:** Targeting Careers

In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.

SUGGESTED UNIT TIMELINE: 4

CLASS PERIOD (min.): 30 minutes each

## **ESSENTIAL QUESTIONS:**

- 1. What are goals?
- 2. Why do people set goals?
- 3. How is what you learn at school useful in a career?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor	CROSSWALK TO STANDARDS				
	Standards/Clusters)	GLEs/CLEs	PS	ccss	OTHER ASCA	DOK
The student will list the steps to setting short-term and long-term goals.		CD.7.A.03: Identify and apply the steps to setting short-term and long- term, personal, and educational goals.		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6	CD C. Students will understand the relationship between training and the world of work.	DOK Level - 3
		CD.7.B.03: Compare and contrast the academic skills required of workers in the six career paths.		L.3.4 L.3.5 L.3.6		DOK Level - 3
		CD.7.C.03: Recognize the contributions made by all workers to the school and				DOK Level - 2

	community.			
2. The student will apply the steps by writing and	CD.7.A.03	RF.3.3	CD C	DOK Level – 3
evaluating progress toward goals.	CD.7.B.03	W.3.8		DOK Level – 3
evaluating progress toward goals.	CD.7.C.03	W.3.6		DOK Level - 2
		SL.3.1		
		SL.3.2		
		SL.3.6		
		L.3.4		
		L.3.5		
2 The state to see 1.	CD.7.A.03	L.3.6 RF.3.3	CDC	DOK Level – 3
3. The student will compare and contrast the	CD.7.B.03	KI .5.5	CDC	DOK Level – 3
academic skills required of workers in the	CD.7.C.03	W.3.8		DOK Level - 2
different Career Paths by listing at least two		SL.3.1		
skills required by each path.		SL.3.1 SL.3.2		
		SL.3.6		
		L.3.4		
		L.3.4 L.3.5		
		L.3.6		
4. The student will list at least two contributions	CD.7.A.03	RF.3.3	CD C	DOK Level – 3
of specified workers to the school or	CD.7.B.03	W.3.8		DOK Level – 3
community.	CD.7.C.03	W.3.6		DOK Level - 2
Community.		SL.3.1		
		SL.3.2 SL.3.6		
		SL.3.0		
		L.3.4		
		L.3.5		
A COSCONASNIE DECODIDEIONICE		L.3.6	_1	

## **ASSESSMENT DESCRIPTIONS\*:**

At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Obj.#	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)	
	x Direct	

	T 1' 4						
	x Indirect						
	x Experiential						
	Independent study						
	x Interactive Instruct	ion					
	See:						
1	Lesson #1: My School	ol Goal (Part 1)					
2	Lesson #2: My School	ol Goal (Part 2)					
3	Lesson #3: My School	` '					
4	Lesson #4: How Do 7	` '					
	Lesson #4. How Do 1	They DO That:					
Obj. #	INSTRUCTIONAL ACTIVITI	ES: (What Students Do)					
	Cana						
	See:	1.0 1.0 1)					
1	Lesson #1: My School	* *					
2	Lesson #2: My School	` '					
3	Lesson #3: My School	ol Goal (Part 3)					
4	Lesson #4: How Do 7	They DO That?					
	<u>Direct:</u>	Indirect:	Experiential:	Independent Study	<b>Interactive Instruction</b>		
	x Structured Overview (Ls. 3)	Problem Solving	Field Trips	Essays	Debates		
	(Ls. 3) Lecture	Case Studies Reading for Meaning	Narratives Conducting Experiments	Computer Assisted Instruction	Role Playing Panels		
	Explicit Teaching	Reading for Meaning	(Ls. 1)	Journals	railers x Brainstorming (Ls. 1)		
	Drill & Practice	xReflective Discussion	Simulations	Learning Logs	Peer Partner Learning		
	Compare & Contrast Didactic Questions	(Ls. 4)	Games	Reports	x Discussion (Ls. 1)		
	Didactic Questions Demonstrations	Writing to Inform	Storytelling	Learning Activity	Laboratory Groups		
	Guided & Shared -	Concept Formation Concept Mapping	Focused Imaging Field Observations	Packages  Correspondence Lessons	x Think, Pair, Share (Ls. 4)x Cooperative Learning (Ls. 1)		
	reading, listening, viewing, thinking	Concept Attainment	Role-playing	Learning Contracts	Jigsaw		
	umking	Cloze Procedure	Model Building	Homework	Problem Solving		
			Surveys	Research Projects	Structured Controversy		
				Assigned Questions	Tutorial Groups		
				Learning Centers	Interviewing Conferencing		
UNIT RE	SOURCES:		I	ı			
Commo	Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/						